

Kings' School, Winchester

Our equality objectives

November 2024

For further information or if you need this document in large print, audio, alternative format or a different language please contact the school

Contents

Section		Page
1. 1 2 3 4	Introduction	3
2. 5 6	The Legal Context	3
3. 7 8	Diversity within Winchester and the school community	3,4
4. 9	Issues that our objectives take into account	4, 5
5. 10 11	Our Equality Objectives for Nov 24 – Nov 28	5
6. 12 13 14	Monitoring and governance arrangements	5
7	Action Plan	6

1. Introduction

1. Kings' School has a statutory duty to publish one or more equality objectives at least every four years. This document sets out our five equality objectives for November 2024 – November 2028.
2. The objectives seek to put key building blocks in place, to promote equality, diversity and inclusivity across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence and update our objectives accordingly. In collaboration with a Parents' Working Party, made up of members from our community of parents and carers we have worked to ensure our equality objectives reflect our vision for our school culture, curriculum and environment. For more information about this evidence see below.
3. A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.
4. As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.

2. The legal context

5. Schools have a statutory duty under the Equality Act 2010 to pay 'due regard' to the following when exercising public functions:
 - Eliminate discrimination, harassment and victimisation and other prohibited conduct;
 - Advance equality of opportunity for people with protected characteristicsⁱ;
 - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
6. The Act also requires schools to:
 - Publish equality objectives that are proportionate, specific and measurable
 - Report annually on progress
 - Publish a school accessibility plan.

3. Diversity within Winchester and school community

7. Winchester is served by three state secondary schools. According to the 2021 census, the population of Winchester is predominantly white (93.6%) with non-white minorities representing the remaining 6.4% of the population. Asian people were the largest minority group in Winchester accounting for 3.1% of the population, with 1% of the population identifying as black. In England more broadly the portion of the population that is white is 81%. 10% are Asian and 4% are black.

The diverse population of our school

8. Our school community has its own unique make up:

Number of pupils on roll (Nov 24)	1779
-----------------------------------	------

% of which male	50.5%
% of which female	49.5%
% pupils with English as first language	84%
% pupils First language at home is other than English	16%
- Of which % top 3 subgroups	Chinese 17.6% Polish 9.1% Caribbean (English) 5.6%
% Pupils with an Education Health Care Plan (EHCP)	2.75%
% Pupils on the SEN K Register	11%
% Pupils receiving Pupil Premium Grant	20.7%
% Pupils with parents in the Armed Forces	2.4%
% Looked After Children	0.4%

4. Issues that our objectives take into account

9. Our equality objectives address the following issues:

- Our school is one of Hampshire's Resourced Provisions for pupils with physical disabilities. Ensuring that all activities: curricular, extra-curricular and offsite along with the physical school environment are truly inclusive and accessible needs to be regularly reviewed. Pupil and parent voice for the pupils in the Resourced Provision clearly articulate ways in which the provision could be further improved both in terms of accessible facilities and extra-curricular activities and in teachers' awareness of pupils' needs.
- There is a need to ensure that pupil behaviour outside the classroom – during movement times or break times - reflects a community that is welcoming, understanding, equitable and proactive in addressing discrimination, including both racial or homophobic slurs. Pupils are encouraged to report any concerns through Pupil Voice surveys as well as on the Pupils' safeguarding tile.
- Neuro divergence in the whole school community, (pupils, parents and teachers) has been more clearly identified in the last few years, as is exemplified in the increased numbers of pupils with such needs receiving EHCPs in the school. Working towards a culture in which all members of the community understand the learning challenges faced by some of their peers is an important equality objective, as we seek to develop 'exceptional character' in all our pupils.
- The diversity of our staff's backgrounds, cultures and protected characteristics does not yet reflect the same ratio seen in our pupil population. We believe it is important to explicitly choose to advertise in ways which will reach a wider and more diverse audience of candidates such that any candidate is confident the school will provide an inclusive and equitable environment in which to work..

5. Our equality objectives for November 2024 – November 2028

10. Our four objectives are:

- Ensuring accessibility for all pupils (especially taking into consideration the needs of our pupils with physical disabilities) both to the school environment and to extracurricular activities and off-site events, even when working with outside providers.
- Promoting attitudes and values that challenge discriminatory behaviour and prejudice towards any minority group, as part of our school's mission for each pupil to develop an 'exceptional character', doing the right thing, at the right time for the right reason.
- Providing opportunities for pupils and staff to celebrate their own culture and appreciate the diversity of other cultures in order to develop the cohesion within our school community
- Ensuring that all recruitment material and advertising copy reflects the inclusive and equitable environment of our school and that advertisements are placed on media sites designed to interest a wider range of candidates.

11. Our action plan on the next page sets out more information.

6. Monitoring & governance arrangements

12. Our Governing Body is responsible for monitoring delivery of our objectives on an annual basis.
13. We have a linked Governor for Equality, Diversity and Inclusion (EDI) who works closely with the member of the Senior Leadership Team leading on the implementation of the Equality Objectives for EDI
14. The date of the next formal review of these objectives is December 2025

7. Our Equality Objectives for November 2024 – November 2028

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
Ensuring accessibility for all pupils (especially the needs of our pupils with physical disabilities) both to the school environment and to extracurricular activities and off-site events, even when working with outside providers.	Regular accessibility site walks with Site Manager Addition to Form1 activity application- accessibility assessment required. External providers: risk assessment for accessibility submitted to RP Manager.	Twice yearly Jan 25 onwards Jan 25 onwards	Reports submitted to SLT. Accessibility report submitted to Governing Body. New Form 1 issued. All staff made aware – training given. RP Manager to sign for reviewed risk assessments submitted by external providers. Eg. D of E Award providers.	RP Manager & Site Manager SLT lead for trips and activities. RP manager & SLT lead.
Promoting attitudes and values that challenge discriminatory behaviour and prejudice towards any minority group, as part of our school's mission for each pupil to develop an 'exceptional character'.	Development of Character Curriculum in Tutor times to include EDI understanding. Rewards system supports pupils to challenge discriminatory behaviour and prejudice.	Sept 25 onwards Nov 24 onwards	Character Curriculum delivered at KS3 and PSHRE in KS4 includes this focus. Pupil and staff voice surveys recognise that these qualities are seen, rewarded and valued as part of our culture.	SLT lead for Pastoral curriculum. All staff. HOY team. SLT lead.
Providing opportunities for pupils and staff to celebrate their own culture and appreciate the diversity of other cultures in order to develop the cohesion within our school community	Year 8 pupils – responsibility opportunities for organising whole school events to celebrate EDI. Canteen menus reflect diverse cultural celebrations. Working with parent groups to promote understanding and celebration of cultural and religious events at school..	Feb 25 onwards – updated yearly March 25 onwards September 25 onwards	Yr 8 pupils – applications for EDI responsibility positions. Calendar of events within school. Canteen menus reflect increased diversity Kings' PTA events reflect increased diversity	HOY Yr 8. Pupil Voice Lead. EDI SLT lead Kings' PTA SLT lead.

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
Ensuring that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve and actively seek to support those with protected characteristics.	Review of the scope and content of advertisements for staff vacancies to attract more diverse applicants. Internal support and adjustments for colleagues with additional requirements to ensure accessibility and inclusivity. Review of internal processes to ensure protected characteristics are respected and supported.	By Sept 25. By Sept 25 Sept 25 – July 27	Adapted content to advertisements. Wider range of advert placements. More diverse range of applicants. Onboarding questionnaire adapted so staff can outline any needs requiring adaptations for inclusivity and accessibility. Internal training offered. When up for renewal, all policies have to be checked for respect and support of protected characteristics.	SLT responsible for recruitment. SLT responsible staff CPD. SLT responsible for policy areas. Governing body

ⁱ The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation